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A COMPARATIVE FOLLOW-UP STUDY TO DETERMINE
THE EFFECT OF THE COOPERATIVE WORK
EXPERIENCE PROGRAM ON THE EMPLOYMENT
SUCCESS OF HIGH SCHOOL GRADUATES

By

Myrna M. Doney

B.S., University of Montana, 1968

Presented in partial fulfillment of the requirements

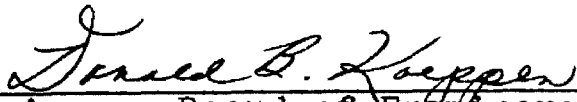
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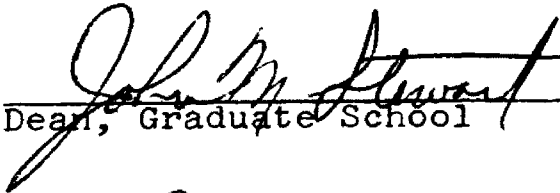
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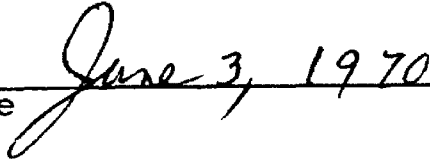
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CHAPTER I

INTRODUCTION

The United States of today is a nation moving at an incredible pace and essentially perpetuated by business activities. Change is not only inevitable, but the rate of change is increasing at exponential speed.¹ This continued acceleration presents a tremendous challenge to educators in their task of training America's youth. Not only must an adequate background be available to those students interested in seeking postsecondary training, but also vocational training must be offered to those students who will terminate formal education with high school graduation in order to equip them with an acceptable degree of competency in a marketable skill. These students must be able to assume the responsibilities of employment upon graduation, because at that time they will enter a labor market that has been built upon a competitive foundation where the major criteria for obtaining employment are the abilities and skills the individual has in his possession. "Businessmen want employees who are competent and have mastered basic skills, and they

¹Grant Venn, Man, Education and Work (Washington D.C.: American Council on Education, 1964), p. 3.

expect the schools to produce well-trained graduates."¹

The growing expense of employing workers makes it essential that they pay their own way from the very first day.²

That first day for many young people arrives immediately after high school graduation. In an effort to equip the high school graduates with better skills and knowledges about the business world, the Cooperative Work Experience Program was instituted in the public schools in Missoula, Montana. Participation in the program gives the student an opportunity for actual work experience in local businesses in connection with correlated classroom training. This study is designed to determine the apparent effects of this program on the employment success of the students one year after graduation, by comparing the employed graduates who participated in the program with those who did not.

Work has been given a position of high esteem by man throughout history and it has long been recognized as the focal point of his total development--mental, physical, social, cultural, psychological and emotional. Williams states, "The greatest part of one's emotional life is lived

¹Jack Noodell, "A Study To Determine The Adequacy Of High School Office Practice Instruction For The Modern Business Office" (unpublished Masters thesis, Nebraska State University, 1968), p. 6.

²Bruce I. Blackstone, "Scope And Need For Office Education." (Columbus Ohio, 1965), p. 1. (Mimeographed)

on one's job."¹

Due to the importance of work to man, it is essential that the public schools have the ability to train the prospective employee in order that he will be capable of obtaining and holding a position suitable to him. Many areas of education carry the burden of providing vocational opportunity to students, and business is among the most important because of the percentage of high school graduates that are employed in business-oriented occupations.

About 40 percent of the high school graduates who do not enter the doors of collegiate institutions, enter the world of work through a door marked OFFICE WORK . . . 11 percent of the male and 58 percent of the female high school graduates go through this door each year.²

Classroom instruction is indispensable, but in vocational areas additional training is beneficial. Tonne says, "valuable as school training for a particular job is, the only real experience resulting in job ability is actual experience on the job."³

This is the purpose of the Cooperative Work Experience Program. It is designed to correlate classroom instruction

¹Frank E. Williams, Adolescence (New York: Farrar & Rhinehart Inc., 1940), p. 156

²Blackstone, op cit.

³Herbert A. Tonne, Estelle L. Popham and Herbert M. Freeman, Methods of Teaching Business Subjects (New York: McGraw-Hill Book Company, 1957), p. 176.

closely with supervised on-the-job experience in an effort to further the student's interests and career development and thereby initiate values that neither the school nor the employer can accomplish alone. This experience gives the high school student an ideal situation for self-development and an opportunity to become familiar with his abilities and limitations.

Frank E. Wellman is concerned with the transition a student must make from school to work and made the following statement:

Harmonious transition from school to work is not a sudden event which occurs when the youngster leaves school and takes a job.¹

The Cooperative Work Experience Program exposes the student to a working environment and gives him an opportunity for gradual adjustment to the responsibilities and demands of employment.

HISTORY OF VOCATIONAL COOPERATIVE EDUCATION

Although the term vocational education is relatively new in the educational vocabulary, the concept is as old as man and his civilization. Anthropological discoveries give definite indications that man worked with stone tools

¹Frank E. Wellman, "Transition From School To Work," U.S. Department of Health, Education and Welfare, Circular 0-452874 (Washington D.C.: Government Printing Office, 1958).

at least 50,000 years ago,¹ giving primitive vocational education its beginning in our civilization. By experimentation man learned to use his tools and then through practice he became capable of showing others the use of the tools. The knowledgeable assumed the role of teachers and those who sought knowledge were students. Learning likely took place by individual hands-on experience with the tools, under some type of supervision.

An important step for vocational education was the development of apprenticeship training. The exact time in history that this method was introduced is uncertain due to inexplicit records. Evidence is available, however, that points to the probability of use of apprenticeship training by the early Egyptian, Greek and Roman cultures. More recent history shows wide-spread use in England and other European countries, even to the present time in some places.²

The apprenticeship system requires a student to work for several years under the supervision of a master craftsman prior to his admission into a trade. Using this method,

¹Roy W. Roberts, Vocational And Practical Arts Education (New York: Harper and Row Publishers, 1957), p. 32.

²Gladys M. White, "A Study To Determine The Feasibility Of An Office Cooperative Work Experience Program In The Henderson Attendance Area Of The Clark County School District, Las Vegas, Nevada." (unpublished Masters thesis, University of North Dakota, 1963), p. 4.

the members of a particular trade can control both quality and quantity of goods produced.

Although modified, this method of training became the foundation for education in our American colonies. The way a boy learned the family trade was to spend his young years working beside his father. When he reached a level of competency determined adequate by the father, the boy was given work to do alone. This system remained functional until the Industrial Revolution found its way to the American colonies in the early 1800's. Inventions beyond man's wildest dreams turned many hand-labor jobs over to machines. Work could be done with greater efficiency but in much less time. Increased production pushed demand for goods and services higher which in turn increased demands upon the labor market. The apprenticeship training could no longer produce sufficiently trained men in quantities large enough to meet the ever-increasing demands for goods and services.

The effect of the Industrial Revolution could be felt in every facet of American life. Suddenly education of the masses was needed in order to supply the labor market. American education turned to the public school system for a solution to the problems.¹

¹Roberts, pp. 52-56.

Initially the public schools did not include the secondary school as we know it today. It was not until the late 19th and early 20th century that the secondary school was developed, and then it served to prepare students for higher education exclusively.¹ No vocational training whatsoever was included in the curriculum.

The American people, however, continued to demand commodities in even greater quantity, and the secondary schools soon met with heavy criticism over their lack of ability to produce skilled workers that could be directly productive to the economy. The proposed solution was vocational education, designed to equip the student with a marketable skill. In 1906, Herman Schneider opened a school at Cincinnati's School of Engineering and history records it as the first vocational school.²

Further development of vocational education with the aid of federal funding is described by White:

Also in 1906 the National Society for the Promotion of Industrial Education was formed. This group was made up of school and industrial leaders who worked vigorously to secure federal aid for vocational education at the secondary level. Their efforts

¹Paul Woodring, Introduction to American Education (New York: Harcourt, Brace & World Inc., 1965), pp. 10-11.

²Milton J. Gold, Working To Learn (New York: Bureau of Publications, Teachers College, Columbia University, 1951), pp. 24, 25, 107.

were rewarded as the Smith-Hughes Act granting such support was passed in 1917. This Act granted federal financial assistance at the high school level to states in trade and industrial occupations. This was followed by the George-Dean Act of 1936 and the George-Barden Act of 1946 which extended federal assistance to the retail selling field.¹

One of the most significant of the late congressional acts concerning vocational education is the Vocational Education Act of 1963. It provided for expansion and an allowance for adjustment of training to meet current occupational needs. Funds were appropriated for experimentation, research and the work study program. This Act included an authorization for business education for the first time in history. The Act was altered when President Johnson signed the Vocational Education Amendments of 1968, authorizing the largest federal aid ever to vocational education. New emphasis is directed toward the fields of business, office occupations, vocational guidance and work study through these Amendments.²

Out of Part G of the 1963 Act and the 1968 Amendments, grew the Office Cooperative Work Experience Program, which is the subject of this study.

¹White, p. 5.

²U.S., Chamber of Commerce, Here's The Issue (Washington D. C.: Legal Department, 1968).

DESCRIPTION OF THE COOPERATIVE
WORK EXPERIENCE PROGRAM

The National Conference on Cooperative Education
defines cooperative education as follows:

Cooperative vocational education program means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative vocational education work-study program.

The Cooperative Work Experience Program offers the prospective high school graduate a carefully planned and supervised on-the-job work experience that is closely correlated with classroom instruction. The program is usually offered to seniors, but occasionally juniors are included. A coordinating teacher, with the aid of an advisory committee, organizes the program. Through the cooperation of local businessmen who agree to become training sponsors, the student-learner is offered part-time employment in a position that can correlate the student's interests, abilities and experience. The trainee is given the opportunity

to work, under adequate supervision, in each department of the business in order to increase his perception of the relation of each department to the total operation as well as give him a variety of experiences.¹

The other part of the student's day is spent in class, involved in instruction that is interrelated with his job experiences. Problems can be discussed and experiences related, giving the students the opportunity to learn from each other.

Cooperative programs are not work study programs. The difference lies in the following facts that characterize work study programs.

1. No correlation is maintained between training on the job and instruction in the classroom. The student is employed and attends classes, but the two are not related.

2. The student does not always work in a variety of jobs within the organization. He is hired for one job and stays in that position.

3. The student ordinarily does not receive credit from the school for his work.

¹Marilyn H. Smith, "A Synthesis And Review Of The Literature Related To The Cooperative Office Work Experience Program" (unpublished Masters thesis, Utah State University, 1967), pp. 2-6.

4. The student is many times seeking a job for the salary it pays rather than the experience it offers.¹

The selection of students to participate in the Cooperative Work Experience Program is made on the basis of the following qualifications.

The student should:

- be at least 16 years of age.
- have developed occupational interests and preferences.
- be neat in appearance, physically able to assume the duties of the job and have acceptable attitudes and skills for the job.
- be capable of earning advancement on the job.
- be a good school citizen who can represent the school as a product of the total instructional program.
- be occupationally suited for the type of work he desires.²

The teacher-coordinator is primarily responsible for the organization, establishment, direction and evaluation of a Cooperative Work Experience Program. Initially a survey of the immediate community should be made to determine the needs of the businessmen and the feasibility of the

¹R. F. Kozelda, "Work Experience vs Cooperative Education" (Published by Illinois Vocational Progress, Vol. VI, No. 1, 1948), p. 41

²"The Vocational Education Act in Action" Clearing House, (Fairleigh Dickenson University Press, June 1968), pp. 294-96.

success of a cooperative program. If, after such a survey, a decision is made to introduce this type of instruction into the curriculum, the teacher-coordinator must develop courses of instruction and a comprehensive program of vocational guidance. The placement of the students is an additional responsibility of the coordinating teacher, which requires interviewing potential training stations as well as potential participants. Continual observation of each student on the job is requisite to assure the use of proper training techniques and to aid in planning the correlated classroom instruction. Finally, an evaluation of the entire program must be completed to assure that the instruction is effective and realistic and that the requirements discussed on the following pages are being met.

Schupe makes these suggestions for teacher coordinators to follow:¹

1. Inform teachers of the program, its aims, and its accomplishments.
2. Stress to students the need for them to participate actively in other classes; do homework and not use the cooperative program as an excuse for neglecting school responsibilities.

¹Richard J. Schupe, "A Question of Values: How High School Teachers View Cooperative Education." (unpublished Masters thesis, Michigan State University, 1962), p. 24.

3. Keep students aware of job opportunities in the field and of schools for advanced training.

4. Encourage students to seek and obtain other rewards from the program in addition to money earned.

5. Encourage students to participate insofar as possible in some worthwhile activity within the school.

6. Keep a close check on the number of hours each student works.

7. Try to gradually expand the program to include more students.

8. Include economic education in the related class.

✓ General characteristics of the Cooperative Work Experience Program include the following:

1. A student spends part time in school and part time on the actual job.

✓ 2. Students work a minimum of 15 hours per week and receive both salary and school credit.

✓ 3. Under this plan it is vitally necessary for the teacher to maintain constant contact with the employers to be sure that the students and employers are operating in harmony.

4. Usually only selected students, who meet the necessary qualifications, are given an opportunity for this kind of work experience.

✓ 5. In classroom instruction, special emphasis is placed on discussion of the work experiences of the students. The teacher helps individual students overcome their difficulties on the job and develop special skills and knowledges needed on the job.

✓ 6. If proper correlation is made between the school and the job, it is often necessary to provide a variety of instructional materials to help each student on his particular type of problem.¹

The purposes of the Cooperative Work Experience Program are stated by Douglas, Blanford and Anderson:

. . . to provide interested and qualified students with on-the-job training under the supervision of a coordinator and the correlation of instruction in the related class with the job needs of the student. The chronological order of instructional units in the classroom is determined by the requirements of the students on their individual jobs."²

Other authors in this field list additional and more detailed objectives and purposes:

1. To develop experience.
2. To correlate work experience with educational learning.

¹"Suggestions for Programs of Office Practice and Procedure." (Burlingame, California: South-Western Publishing Co. [No date]), p. 5 and 6.

²Lloyd V. Douglas, James T. Blanford, and Ruth I. Anderson, Teaching Business Subjects (Englewood Cliffs, New Jersey: Prentice Hall, 1958), p. 445.

3. To build proper job attitudes and develop personality adjustments to the business environment.

4. To develop vocational efficiency in terms of job requirements for specific types of work and a broad basic understanding of the principles and practices of various businesses with individual specialization in at least one major area.¹

5. To help the student attain educational career objectives and introduce the student to fields of interest.

6. To develop and prepare for job flexibility, logical thinking, creativity and adaptability that will aid the student and the employer.

7. To establish and maintain good relationships between the schools, students, parents and business community.

8. To develop good health habits, correct dress habits and character needed for initial employment and for advancement in the business environment.²

STATEMENT OF THE PROBLEM

Are there any apparent differences between the occupational success experienced by Cooperative Work Experience

¹Robert E. Hampton, "The Work Experience Training Program--Its Need, Its Promotion, and Its Establishment" Balance Sheet, November, 1955, p. 102.

²Lorraine Bomkamp, "A Cooperative Office Education Program" Balance Sheet, February 1967, p. 251.

Program graduates and those high school graduates who had similar classroom instruction but did not participate in a cooperative program? This study focuses on this issue by evaluating the effectiveness of the Cooperative Work Experience Program in preparing students to perform as efficient employees upon graduation. This evaluation was conducted by surveying employees and their present employers.

SIGNIFICANCE OF THE PROBLEM

The preparation of youth to succeed in the world of work is an important objective of the American high school. Office and distributive occupations constitute one of the fastest growing employment groups in the labor market. As our economy expands, the demand for youth prepared for occupations in these areas will continue to increase.¹

The rate at which the office employment and distributive occupations are growing is sufficient reason to seriously examine our current training methods and the level of job efficiency that results. Educators and legislators have, in the past, considered vocational education important enough to allocate substantial sums of money annually to further its promotion and development. The results of research projects should be of interest to these people to ascertain the best possible use of allocated funds. Douglas,

¹"This We Believe About Business Education In The High School" National Business Education Association (Washington D.C., 1961), p. 1.

Blanford and Anderson state that "education at public expense can only be justified in terms of the contribution it makes to the general welfare of society," and that cooperative training in the public schools "can only be justified when it provides training that enables those engaged in the business field to give better, more economical, and more efficient service."¹

Follow-up studies give a basis for critical analysis of an entire program with implications for curriculum revision. Certainly this study should be of interest to the administrators and teachers involved in a cooperative program, as well as participating businessmen, in an evaluation of the value of the time, money and resources expended.

APPROACH TO THE STUDY

This study was an effort to gain insight into the Cooperative Work Experience Program and its effect upon the successful employment of Missoula, Montana high school 1968 office education and distributive education graduates. The method used to make the evaluation was a comparison of employed graduates with similarity in high school classroom training but differentiation as to their participation in the cooperative program.

¹Douglas, Blanford and Anderson, p. 441.

Records of the two groups of graduates were analyzed to determine differences in the following categories:

1. High school class rank at graduation.
2. Ability to secure desired type of job.
3. Job interest and satisfaction.
4. Additional education obtained.
5. Ability to adjust to working environment.
6. Usefulness and sufficiency of high school training.
7. Wages earned.
8. Number of jobs held since high school graduation.
9. Advancement in employment since high school graduation.

An evaluation was also secured from the present employers of each graduate concerning that employee's ability. The employers were also asked to evaluate the total cooperative program and its effect upon business-education relations.

DELIMITATIONS AND LIMITATIONS OF THE STUDY

The following restrictions are placed on the study in relation to the interpretation and use of the data and conclusions found:

1. The study pertains only to the Missoula, Montana area.
2. Only 1968 graduates from two Missoula, Montana public high schools participated in the study.
3. Only office education and distributive education students were involved in the study.

4. The study was conducted one year after graduation from high school.

5. All of the information desired was not obtained in every case due to the questionnaire method which limits response to the extent of the interpretation and understanding of the question by the respondent.

6. The students involved in the study were taken from selected high school courses. It is assumed that the classroom training they received was similar.

In general, this study only reveals information that is pertinent to prevailing conditions in a specific set of circumstances.

DEFINITION OF TERMS USED

These definitions are presented to assist in the understanding of terminology used in this study.

1. Business Education: A program of instruction concerned with (1) the knowledge, attitudes and nonvocational skills needed by all persons to be effective in their personal business affairs and in their understanding of and participation in our economic system as citizens; and with (2) the vocational preparation for business occupations, including that required for initial employment, that involved in retraining, that needed for advancement in business careers, and that involved in making an effective business contribution.

2. Distributive Education: A program of education to provide instruction in merchandising, marketing, and management.

3. Office Education: A program of instruction to develop skills, knowledges, and understandings that are necessary to facilitate management and operation of business offices.

4. Distributive Occupations: Occupations of proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments including, but not limited to, retailing, manufacturing, storing, transporting, financing, and risk bearing.

5. Office Occupations: Occupations associated with the management and operation of offices, especially those involving skills such as typewriting, stenography and accounting.

6. Cooperative Programs: The term "cooperative" reflects the working relationship which exists between the secondary school and the business community to achieve the basic objectives of preparing young people for a career. Properly conceived, the classroom represents the center of the instructional program, and the employment status of the student serves to provide the necessary laboratory experience.

7. Coordinating Teacher: A member of the school staff who teaches the related and technical subject matter involved in cooperative training programs in addition to performing the regular duties of a coordinator in integrating classroom instruction and the on-the-job activities of the employed student.¹

8. Student-learner or Trainee: A student (usually a senior, though possibly a junior) who participates in a Cooperative Work Experience Program. The student is employable, has a sincere interest in a chosen business occupation, and has the necessary aptitude for the job for which he will be training.

9. Training Station: A cooperating business that agrees to employ a student on a part-time basis and to provide this student with a variety of office work experiences and training necessary for development of occupational efficiency. This agreement is usually for the period of a regular school year.

10. Training Station Sponsor: The businessman in control of the training station. He agrees to share the responsibility of training a student-learner with the school personnel by giving the trainee an opportunity for on-the-job supervised training.

¹E. Edward Harris, "Requirements For Office And Distributive Education Teacher-Coordiators" Monograph 115, (South-Western Publishing Co., 1967), p. 3.

1. Advisory Committee: A group of people from the business community and from the school which gives advice and guidance to those who direct the Cooperative Work Experience Program.¹

¹Smith, pp. 3 and 4.

CHAPTER II

REVIEW OF RELATED LITERATURE

Regardless of the infancy of the Cooperative Work Experience Program relative to the time span of educational development, a substantial amount of research has been done and numerous articles and papers have been written concerning the program. The studies available comparing cooperative and non-cooperative students, however, are limited in number. The results of completed research discloses some interesting statistics and conclusions.

One of the most popular types of studies in this area is the follow-up. One such study was conducted by Ozzello and Haines in Michigan to determine the current labor status of cooperative trainees, ten years after graduation.¹ The project involved students from all areas of cooperative training. Fifty-five percent return of the questionnaires was reported with the following results: one percent of the participating graduates were unemployed, 40 percent were seeking some type of higher education, and 59 percent were employed either part or full time. Of the employed graduates, 56 percent were employed in the field for which they had

¹Lawrence M. Ozzello and Peter G. Haines, "How High School Cooperative Trainees Fare On The Labor Market" (unpublished Masters thesis, Michigan University, 1964), pp. 66-68.

trained, and 27 percent were still employed by their cooperative training firm. The average academic rank was reported to be slightly above that of the entire class. From their study, the authors concluded that more study was needed in the contribution of the cooperative programs, and that care and scrutiny are needed to assure the student placement that coincides with his interests and abilities.

In 1960, the Connecticut Department of Education secured placement data for 5066 vocational graduates, who had received training in all vocational areas, from 830 schools.¹ The following statistics were disclosed: 78.3 percent of the respondents were employed, 20.64 percent were continuing education and 1.06 percent were unemployed. Eighty-two percent of the employed graduates were using training skills and knowledges in their jobs at the time of the study. Twelve percent of those employed were working in jobs that were related to their high school training. The hourly wage averaged \$1.91.

James Panek approached the evaluation of the Work Experience Program from the point of view of the participating businessmen.² The study was conducted in California.

¹Connecticut Department of Education, "Graduate Follow-Up, 1966" (Hartford, 1966), pp. 88-89.

²James Panek, "An Evaluation Of The Work Experience Program At Chico Senior High School" (unpublished Masters thesis, California State University, 1965), pp. 33-41.

Forty-eight businessmen were contacted and response was received from forty-four of them. The following information was accumulated: Businessmen prefer to hire employees with some job experience. They view cooperative students as better employees than students with no such training. Most of the businessmen were willing to pay minimum wages to the student-learners. Participation in the program contributed to businessmen's feelings of helping education.

A study was conducted by White¹ to determine the feasibility of a Cooperative Work Experience Office Program in the Henderson Attendance Area of the Clark County School District in Nevada. Based on the results of the survey, the following conclusions were made:

1. Of the 50 business firms interviewed, 56 percent were or might be interested in office trainees in a cooperative program; 44 percent were not interested.
2. Part-time high school students were presently being employed by 64.2 percent of the interested business firms.
3. The afternoon was the most popular time of day to have trainees at work stations with both businessmen and students. There were business office opportunities and student interest in morning and Saturday training.
4. Eight out of 28 firms were interested in two or more trainees.

¹White, p. 32.

5. The majority of both businessmen and students felt that remuneration should be received by the students while learning.

6. The junior and sophomore students were extremely interested (88.7 percent) in participating in a Cooperative Work Experience Program.

7. Typing and filing ranked in first and second place respectively, with both businessmen's job requirements and student's job interests.

A study was done by Martin¹ to determine the current status, practices and problems of the Cooperative Work Experience Programs that exist in the public high schools in New Jersey with implications for the organization of future programs. The information gathered from principals, coordinators, businessmen, and students associated with the program revealed that the Cooperative Office Work Experience Program was not extensively used in New Jersey. However, the majority of principals involved in a cooperative program noted that the program was making a valuable contribution to the school objectives. Most coordinators felt that they had received the fullest support from school administrators and that the training was an essential part of the school

¹Charles Milford Martin, "A Study Of The Cooperative Office Work Experience Programs In New Jersey In 1958-59" (unpublished Masters thesis, Temple University, 1962), p. 48.

program. Participating businessmen strongly believed that the cooperative office program was of value in preparing high school students for an office career. Most trainees indicated that their participation in the cooperative program had improved their work habits and inspired them to do better work.

In 1967-68, a study was conducted through the Mesa Public Schools to determine whether or not a more favorable attitude toward office employment was apparent in those students who had been enrolled in cooperative office education than in those students who had not had the experience.¹ These were the conclusions drawn from the study: No significant difference in attitude could be found. The employers almost unanimously agreed that cooperative students were better prepared to assume the responsibilities of office employment than the others. The cooperative graduates were much more successful in obtaining and holding jobs than the non-cooperative graduates. The most significant of all results cited was the change in attitudes of the minority races and economically deprived through the cooperative program.

¹"Cooperative Office Education--Mesa Public Schools"
Address by the Supervisor of Public Education at Conference
in Milwaukee, 1969.

A 1963 study by Judith Hermanstorfer¹ comparing certain Iowa schools with and without a Cooperative Work Experience Program revealed the following results and conclusions: 93.7 percent of the superintendents with cooperative programs agreed that work experience is a necessary part of an educational program, but only 70.7 percent of the superintendents of schools without cooperative programs gave similar response. In the schools with cooperative programs, 95.9 percent of the superintendents concurred that the program was of benefit to the student, the school, and the community; however, only 78.7 percent of the superintendents in schools without programs agreed.

In each of the following statements, the study showed 90 percent or more agreement among all the responding superintendents:

1. That the responsibility of the high school is to provide for each youth the kind of an education that he needs to equip him as a citizen, home member, and worker.

2. That the responsibility of appropriately preparing those who do not go to college is fully as great as the responsibility of preparing those who do go to college.

¹Judith Hermanstorfer, "A Comparative Analysis Of Surveys Taken In Iowa Public Schools In 1952 and 1962 Relative To The Status And Future Of Cooperative Work Experience Programs In Business Occupations" (unpublished Doctor dissertation, State College of Iowa, 1963), pp. 32-34.

3. That these vocational work experience programs, when well directed and coordinated, also furnish valuable functional opportunities for supplementary general education and personal character and trait development.

4. That an appropriate representative advisory committee should be used.

5. That if the program involves only or mostly business occupations, a qualified business teacher should be used as coordinator.

6. That the students must be under the supervision of a coordinator who has appropriate business experiences and training in the responsibilities, purposes, and technology of coordination.

7. That students must be scheduled to meet with the coordinator in a regular class where instruction can be coordinated with job needs.

8. That the primary purpose of the program is educational and not "providing help" or "earning money."

9. That the employer and the school are cooperating to assure maximum learning by the student while on the job.

10. That students on the program are approved and placed only after careful selection, guidance, and agreement of the school, the student, the parents, and the employer.

Many authors of every type of business education literature agree that the theory of providing a program of classroom instruction correlated with on-the-job training for the benefit and experience of students is a sound theory. In Cooperative Work Experience Programs, however, the theory is not always reflected in reality. The strengths and weaknesses of the program are stated by the following authors.

Schupe's study¹ to determine the value of cooperative occupational education programs was based on the opinions of the teachers involved in cooperative programs in two Michigan high schools. A return of 56.6 percent of the questionnaires was reported. Results showed that the teachers involved felt quite strongly that cooperative programs are a necessary part of the total school program. Ninety-seven percent of the respondents agreed that cooperative education should have a place in the curriculum of the comprehensive high school. Some of the strengths of cooperative programs given by these teachers included: "Bridges the gap between school and work, develops responsibility and gives the student an opportunity to apply theory to the actual job and reduces the drop-out rate."

Contrasting weaknesses of the program were reported and

¹Schupe, pp, 24, 25, and 27.

included: "Lack of time to study for the students, students do not have enough time to render services to the school, and selection of the students who participate needs to be made more carefully."

A thorough discussion of the strengths and weaknesses of cooperative programs is written by John Rowe in Business Education World.¹ Favorable characteristics of the program include the increase in student motivation, the correlation between what is taught in business classes and what is needed in the business community, the opportunity for gradual adjustment by the student to the responsibilities of adulthood and the training on different types of machines that are not available through the school. Unfavorable points listed included the complication that the program makes in teaching preparations and class management, the opportunity for student participation in a variety of jobs is often limited, the responsibility of training is transferred from the school to the businessmen, and an exaggerated sense of the sense of the value of money could be developed by the student.

Tonne² states that the most effective type of program utilizes a supervising teacher who is experienced in that

¹John L. Rowe, "Work Experience--The Pros And Cons" Business Education World, September, 1958, pp. 22-25.

²Tonne, p. 176.

type of work and requires that the students receive pay for their work. He believes that the success or failure of the program depends on the coordinating teacher. The most critical problems Tonne finds in the program are that the opportunity is often confined to the better student, leaving those who need the program most without the experience; that many times the student-learners are exploited by the employers by remaining on one job too long or receiving sub-minimum wages; and that participating students are cut off from regular school activities.

Definite opinions concerning the program have been expressed by many authors. The Balance Sheet carried an article in which Leland P. Baldwin stated a favorable viewpoint.¹ He supports the cooperative programs because they help the student make the transition from school to work, develop good working attitudes and habits, and reduce the drop-out rate.

LeRoy Brendel, however, does not agree.² He is not convinced that the cooperative students make any marked progress on the job over the other students and if other fields do not require a "breaking in" period, vocational areas should be able to get along without it. He believes

¹Leland P. Baldwin, "Work Experience Education" Balance Sheet, April, 1958, pp. 352-353.

²LeRoy A. Brendel, "Work Experinece--At What Price?" Business Education World, May 1955, pp. 18-21.

the students consider the paycheck more important than the training or the employment experience that they receive, and that those students who are interested in getting part-time employment can find jobs and make money on their own time. He also states that the student's skill building and general education suffer because of the released class time. Brendel strongly believes that the classroom can be used to provide sufficient training for the student.

Baltrip¹ is an advocate of learning by doing. She states that the more natural the environment the better, and no simulated office setup in the classroom can be as realistic as working on the actual job.

Beverly Hackett generally favors the program,² but brings an interesting point to attention; that the program removes the students from convenient utilization of school facilities such as the library. The time that the students spend at school is primarily taken up by the coordinated class.

Marilyn H. Smith conducted a study to review the related literature in cooperative education from 1955-1965. From her study, she draws these conclusions:³

¹Clarine Baltrip, "Are We Putting Theory Into Practice?", Balance Sheet, February 1955, p. 168.

²Beverly Hackett, "Let The Employer Be A Teaching Colleague", Balance Sheet, March, 1964, pp. 298-299.

³Smith, p. 54.

1. The program is usually considered of worth by those who participate in it.

2. The degree of success depends upon the organization, supervision, teaching, and evaluation of the program.

3. Coordination is one of the most important elements of the entire program.

4. The program does complicate teacher preparation and scheduling problems often arise in planning training hours with classroom hours.

5. Job experience limits students' extra-curricular activities.

A statement by Gratz¹ summarizes a majority of the feelings and attitudes expressed about the Cooperative Work Experience Programs cited in this chapter:

In theory a work experience program should be a valuable contribution to business education and consequently to the training of the students. However, the past history of work experience programs has been such as to leave much to be desired. With this background, the thinking of the leaders in business education is that a work experience program can be valuable if it is the right kind of program, properly organized and properly taught.

¹Jere E. Gratz, "Major Issues In Business Education", Monograph B-12, (South-Western Publishing Company, 1964), p. 9.

CHAPTER III

METHODS AND PROCEDURES

A questionnaire was used to collect the data and the following procedures were used in carrying out this project.

Through the assistance and cooperation of the Administrators of Hellgate and Sentinel High Schools in Missoula, Montana, a list of the names and class rank of those 1968 graduates who had received training in office and distributive education was obtained. Also the parent's name and the address of each graduate at the time of graduation were secured. These lists were used as mailing lists for this study.

A one-page cover letter was devised explaining the study (Exhibit A in Appendix) and asking 139 parents to give information concerning each graduate's present occupation and address on the enclosed addressed and stamped postal-card questionnaire (Exhibit B in Appendix). Follow-up letters (Exhibit C) were mailed after two weeks to those parents from whom no response had been received. After an additional two weeks time, the telephone was used to secure response from local parents who had not yet returned the realized.

Sixty-six of the graduates were employed either part or full time, and these graduates became the core of the study. An explanation letter (Exhibit D) and questionnaire (Exhibit E) were mailed to each of these graduate-employees. The questionnaire requested information about the employee's current employment status, additional education acquired, salary earned and duties and skills required on the job. Again follow-up letters (Exhibit C) were sent in cases of no response received. A total of 56, or 84.8 percent, reply was received; however, seven of these were not complete. Therefore, 49, or 74.2 percent, of the questionnaires returned were usable.

Finally, a cover letter explaining the study and a questionnaire (Exhibits F and G) were mailed to the employers of the responding graduate-employees. These employers were asked to evaluate the employee's skills and job attitudes. Those employers who had served as training station sponsors were also asked to give a general evaluation of the program in relation to costs of training, school-business relations and orientation the firm received prior to the arrival of the student-learner.

Follow-up letters (Exhibit C) were required for those who did not respond. A total of 43 replies, or 87.7 percent, was received. However, four of these replies could not be used, leaving 79.6 percent, or 39, questionnaires usable.

No formal hypothesis testing is used in the interpretation and analysis of the data for this study. The primary reason for this is that no complete independence between the observations can be assured. A statistical basis would assume a random selection process was used, which is not the case in this study for a number of reasons. The study only included the students from the class of 1968, which is not representative of all the participating students for the several years that this particular program has been in progress. The cooperative students exercise self-selection to some extent in getting into the program. Each student must have the ambition to work part time and still maintain the scholastic grade average and skill level that makes him an acceptable representative that the schools would be proud to send into the business community. The student must be enthusiastic and willing to actively participate in order to be chosen, and in this respect he certainly has the ability to exclude himself from or apply himself to the program.

The students, however, do not exercise the only restrictions placed upon the selection process for participants in cooperative programs. In fact, the coordinating teacher has even greater control over which students are chosen. In most cases the students are selected according to the qualifications required by the available jobs. At one of the

participating schools, the coordinator always encouraged at least two or three applicants for each job, and these persons were then interviewed by the training station sponsor or his personnel. The criteria used in the selection of students to apply for the various jobs included class attendance records, course work completed, general appearance, and business attitude. No written list of selection qualifications was used as a standard. The nature of the jobs and their demands dictated the students that were employed under the cooperative program.

These observations point to still another factor that increases the impossibility of a random sample in this study; that of self-selection by the training station sponsors. The coordinating teacher has control over the training station selection in terms of choosing stations that could offer adequate supervision, variety of learning experiences and acceptable working conditions and attitudes. Again, though, it is evident that the executives of that station had to be willing to expend both time and money in educating young people, and in this way they also exercised self-selection. Another point should be noted concerning the training station sponsors. The sponsors in a cooperative program are more likely to respond favorably to questions concerning the program's value and effectiveness and thus bias the study. Again it is apparent that a random sample was not possible in this study.

Finally, the numbers of items from the sample falling into a category often included too few persons to effectively subject that category to statistical analysis.

CHAPTER IV

INTERPRETATION AND ANALYSIS OF THE DATA

Introduction

In order to better clarify the information collected in this study, this chapter has been divided into three sections according to the questionnaire results received from the parents, the graduates, and the employers. The records of each of these groups will be examined.

The high school graduates who had been enrolled in courses in Advanced Shorthand and Transcription, Office Practice, and Distributive Education in Hellgate and Sentinel High Schools in Missoula, Montana were chosen to participate in the study.

The questionnaire method was used to secure the necessary data. Correspondence was completed initially with the parents of the selected graduates to determine the present location and occupation of the involved graduates. Then questionnaires were sent to the graduates who were gainfully employed and also to their present employers. Table I, page 41, shows the returns received from each set of questionnaires.

Parents

One of the most expedient methods available to make contact with the selected graduates was via their parents,

TABLE I
QUESTIONNAIRE RETURNS

Questionnaire	Parents	Graduates	Employers
Number Mailed	139	66	49
Total Received	124	56	43
Number Rejected	0	7	4
Number Usable	124	49	39
Percent Usable	89.2	74.2	83.7

and thus a letter with an enclosed postal-card questionnaire was mailed to 139 parents to gather information concerning the current occupation and location of the graduates. The results received from 124 parents, or 89.2 percent, showed that 66 graduates, or 53.2 percent, were gainfully employed either part or full time at the time of the study. Twenty-one graduates, or 16.9 percent, were engaged solely in seeking additional education. Eleven graduates, or 08.0 percent were serving in some branch of the military services. Five of the graduates, or 04.0 percent, were unemployed. Twenty-one graduates' parents, or 16.9 percent, checked the "Other" category, clarification of which will be explained later. These results are given in Table II on page 43.

Further analysis revealed that of the 66 graduates employed either part or full time, 28, or 22.4 percent, were also attending some type of school in addition to their employment. This makes the total number of graduates seeking additional education 49, or 40.4 percent.

All those engaged in military service were males, and no further follow-up study was done on these persons.

The figure for unemployment is rather high relative to other studies reported in Chapter II. This is possibly due to the fact that the follow-up of this questionnaire was done during the summer, and probably some of the respondents who checked "unemployed" attended school, but were not enrolled at the time the questionnaire was filled out.

TABLE II
OCCUPATIONAL STATUS OF GRADUATES

Occupational Status	Number Engaged	Percent Engaged
Employed	66	53.3
Student	21	16.9
Military	11	08.8
Unemployed	5	04.1
Other	21	16.9
TOTAL	124	100.0

The parents who placed the graduates in the "Other" category were asked to give specific classifications for these persons. Most of the graduates in this category were married females who were housewives and/or mothers. This group of females totaled 17, or 13.7 percent, of the total respondents to this questionnaire. The remaining persons in this category included two, or 01.6 percent, who were on volunteer missions that apparently paid no gainful salary, and two, or 01.6 percent, that gave no explanation.

Graduate-Employees

The 66 graduates that were gainfully employed were the principal concern and prime source of information for this study. Contact was made by means of a letter with an enclosed questionnaire. Returns were received from 56, or 84.8 percent, of those working graduates, but seven proved unusable, leaving 49, or 74.2 percent, acceptable for analysis.

The fundamental interest in the records of these particular graduate-employees was in a comparison of the apparent employee success between graduates with cooperative work experience (cooperative) and graduates without such experience (non-cooperatives). The questionnaire returns gave a somewhat favorable balance to the study in that of the 49 total returned, 26 were from cooperative graduates and 23 from non-cooperative graduates.

The class rank upon high school graduation of each graduate was obtained from their respective school administrations, and only the ranks of those 49 graduates who returned usable questionnaires are reported. Table III, below, gives the data on the class rank of the reporting graduates by quartiles in their respective graduating classes, beginning with the first quartile as the highest rank.

TABLE III
CLASS RANK OF THE GRADUATES
(BY QUARTILES)

Quartile	Cooperative Graduates		Non-Cooperative Graduates	
	Number	Percent	Number	Percent
First	5	19.2	5	21.4
Second	7	26.9	10	43.4
Third	11	42.3	6	26.4
Fourth	3	11.6	2	08.8
TOTAL	26	100.0	23	100.0

The criticism voiced by many of the authors cited in Chapter II that the program offered experience only to the best students is not reflected in the indications given in Table III. A significantly higher percentage of the cooperative graduates ranked in the third quartile than did their non-cooperative counterparts, which is to say that generally the cooperative graduates had lower class ranks.

In order to pinpoint the apparent cause of this discrepancy, the median percentile was determined for the office education and distributive education graduates in both the cooperative and non-cooperative groups. The figures representing the median percentile were obtained by determining the percentile each graduate held in his particular class and then finding the middle value when these figures were placed in descending order. This measure of central tendency was chosen because it results in less upward bias than a mean or mode. Table IV, page 47, gives the calculations representing the median percentile of each group. This table indicates that the cooperative office education graduates held a significantly higher position in their respective classes than did the non-cooperative office education graduates. However, the cooperative distributive education graduates ranked somewhat lower than their non-cooperative

TABLE IV
MEDIAN PERCENTILE OF GRADUATES IN
OFFICE EDUCATION VS. DISTRIBUTIVE EDUCATION

Cooperative Graduates		Non-Cooperative Graduates	
Office Education	Distributive Education	Office Education	Distributive Education
37.71	59.46	44.30	47.16

distributive education counterparts. The point to be emphasized by Table IV is that the cooperative office education graduates in fact did have a higher median percentile than the non-cooperative office education graduates, and it was the distributive education graduates that fell into the lower quartiles of Table III on page 45.

Personal Information

The first section of the graduate-employee's questionnaire carried the above title. The majority of the respondents were single, female, and 19 years of age. The age range in both groups was 18 to 20. Table V, page 49, lists information concerning age, sex, and marital status of the employees.

Job History

The cooperative employees involved in this study had changed jobs more frequently than the non-cooperative employees with 19, or 73.1 percent, of the cooperative employees reporting at least one job change since high school graduation whereas only 11, or 47.8 percent, of the non-cooperative employees gave the same answer. The employees that had been on the same job since high school graduation numbered 7, or 26.9 percent, for the cooperative employees and 12, or 52.2 percent, for the non-cooperative employees. Table VI, on page 50, gives the number of jobs each respondent has held since high school graduation.

TABLE V
AGE, SEX, AND MARITAL STATUS
OF THE EMPLOYEES

AGE	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
18	3	11.6	4	17.4
19	19	73.1	19	82.6
20	4	15.3	0	00.0
TOTAL	26	100.0	23	100.0
SEX				
Male	5	19.2	0	00.0
Female	21	80.8	21	100.0
TOTAL	26	100.0	23	100.0
MARITAL STATUS				
Married	5	19.2	3	13.2
Single	21	80.8	20	86.8
TOTAL	26	100.0	23	100.0

TABLE VI
JOBS HELD BY EMPLOYEES
SINCE GRADUATION

Job Number	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
First	7	26.9	12	52.0
Second	16	61.6	7	30.4
Third	2	07.7	2	08.8
Fourth	1	03.8	2	08.8
TOTAL	26	100.0	23	100.0

Full time employment was reported by the majority of both groups. Greater numbers of the non-cooperative employees, however, were working full time. Table VII, page 52, presents information regarding the employee status of the respondents.

Present salary given by each respondent indicated that the cooperative employees were earning slightly more per hour than the non-cooperative employees. The average salary calculated for the cooperative employees was \$2.16 per hour and for the non-cooperative employees, \$1.76 per hour. The advantage of more experience possibly makes it feasible for the cooperative graduates to demand higher wages.

The current location of the employees showed very limited geographic mobility in the year since graduation from high school among the members of both groups. Table VIII on page 53, lists the locations of the reporting employees at the time of the study.

For those employees in both groups who had changed jobs, the two most frequent reasons given for leaving were because they had found better jobs or they went to some type of school. Table IX, on page 54, summarizes the reasons given for leaving their previous jobs. The structure of the question which relates to this table makes it impossible to report totals of the percentages. The question was designed to allow the respondent to give more than one answer.

TABLE VII
NUMBER OF EMPLOYEES WORKING
PART AND FULL TIME

Employed	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Full time	21	80.8	21	91.2
Part time	5	19.2	2	08.8
TOTAL	26	100.0	23	100.0

TABLE VIII
LOCATION OF EMPLOYEES

Location	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Missoula, Montana	23	88.5	18	78.0
Other In-State Cities	1	03.8	2	08.8
Out-Of-State Cities	2	07.7	3	13.2
TOTAL	26	100.0	23	100.0

TABLE IX
REASONS FOR LEAVING PRIOR JOBS

Reason	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Better Job	12	46.2	9	39.0
School	10	38.5	7	30.4
Moved	1	03.8	2	08.8
Marriage or Family	4	15.4	2	08.8
Illness	0	00.0	1	04.4
Job Inconvenience	1	03.8	0	00.0

Thus, the percentages given in Table IX are merely the number of the total participants that indicated that particular response and will thus add to more than 100 percent.

The most popular method of obtaining the first job reported by the cooperative employees was to continue their cooperative training job, and the second most frequent reply was personal application. For the non-cooperative employees, the personal application was the most common, with school placement in second place. No response is reported by the cooperative employees in the category of "School Placement," as those returning the questionnaire who had marked "Continued Cooperative Training Job" also marked "School Placement"; and, this writer assumes that the respondents considered the two to be identical. Table X, found on page 56, lists the methods used by the employees of both groups to obtain their first job after high school graduation.

When asked if their high school training had been helpful to them in obtaining their first job after high school, the majority of the employees in both groups gave affirmative replies. In every case where a negative answer was given to this question, the employee's first job was unrelated in nature to that graduate's high school training, which puts the emphasis on the job that was chosen and not on the training that was received. Table XI, page 57, gives statistics on the replies received from this question.

TABLE X
METHODS USED BY EMPLOYEES TO OBTAIN
FIRST JOB AFTER GRAUDATION

Method	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Personal Application	8	30.8	7	30.4
School Placement	0	00.0	5	21.4
Continued Cooperative Training Job	9	34.5	0	00.0
Friend	3	11.6	4	17.4
Relative	4	15.4	6	26.4
Employment Agency	2	07.7	1	04.4
TOTAL	26	100.0	23	100.0

TABLE XI

USEFULNESS OF HIGH SCHOOL TRAINING
IN OBTAINING FIRST JOB AFTER
HIGH SCHOOL

Reply	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Yes	14	53.9	15	65.4
Some	5	19.2	3	13.2
No.	7	26.9	5	21.4
TOTAL	26	100.0	23	100.0

The subjects that each employee had studied in high school, and the use that each could make of his training in his present job was of interest in this study. It should be repeated here that these participants were chosen from classes in Shorthand Transcription, Office Practice and Distributive Education. Therefore, all of the respondents had been enrolled in at least one of these subjects, and many of the students had studied more than one. The question did not specify that the participants must have had a full course in each of these areas, but only requested them to check the subjects that they had studied. It is possible, therefore, for the employees to have studied these subjects in a variety of courses. For example, letter composition could have been studied in a regular English class as well as Office Practice or perhaps Transcription. Table XII, on page 59, outlines the subjects studied by each employee and the usefulness of that subject on his job. Again, the structure of the question makes it impossible to report totals on the percentages. Each student checked more than one answer, which would bring the total percentages to more than 100 percent. The percentages given in Table XII merely reflect the number of participants that checked that particular category.

In many cases in Table XII a greater percentage of the non-cooperative than cooperative employees found their

TABLE XII
COURSES STUDIED AND COURSES USEFUL
TO EMPLOYEES

Subjects	Cooperative Employees		Non-Cooperative Employees		Cooperative Employees		Non-Cooperative Employees	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Shorthand	11	42.4	12	52.0	5	19.2	4	17.4
Office Practice	13	50.0	15	65.4	10	38.5	11	47.8
Distributive Education	14	53.9	3	13.2	9	34.5	1	04.4
Office Machines	13	50.0	15	65.4	10	38.5	12	52.0
Fluid Duplicator	13	50.0	15	65.4	4	15.4	10	43.4
Mimeograph	13	50.0	15	65.4	5	19.2	8	34.8
Typewriting	21	80.8	20	86.8	12	46.2	13	56.6
Voice Writing								
Machines	13	50.0	15	64.5	5	19.2	6	26.6
Bookkeeping	11	42.4	13	56.6	9	34.5	8	34.8
Letter								
Composition	19	73.1	16	69.5	5	19.2	9	39.8
Filing	13	50.0	12	52.0	11	42.2	14	60.9
Grooming	19	73.1	15	65.4	21	80.8	20	86.8
Telephone								
Technique	14	53.9	17	73.9	15	57.7	17	73.9
Business English	11	38.5	13	56.6	9	34.5	10	43.4
Spelling	26	100.0	23	100.0	16	61.6	18	78.0
Arithmetic	26	100.0	23	100.0	21	80.8	20	86.8

secretarial skills useful on the job. In order to interpret these figures accurately, it must be remembered that a greater percentage of the non-cooperative employees were engaged in secretarial-type occupations when this study was taken.

The frequency with which the employees in each group used their skills on their present job was the next point of interest. The question was divided into four categories of use, namely; daily, frequently, seldom, and never. The skills shown in Table XIII, pages 61 and 62, were listed on the questionnaire and the response received is outlined in that table.

Table XIII may have indications and suggestions for curriculum revision. Typewriting was used most often of all the listed skills by the employees of both groups, and shorthand would seem to be used the least of the noted skills. This is emphasized in the light of the fact that 42.4 percent of the cooperative employees and 52.0 percent of the non-cooperative employees studied Advanced Shorthand in high school. The table indicates, however, that an extremely small percentage of those same employees used that skill daily or even frequently on their jobs. Perhaps poor communication exists in this area between what is taught in the business classroom and what is demanded in the business world.

TABLE XIII
RECURRENT USE OF SKILLS
ON THE JOB
BY EMPLOYERS

Skill	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Typewriting				
Daily	7	26.9	11	48.4
Frequently	3	11.6	2	08.8
Seldom	9	34.6	5	21.4
Never	7	26.9	5	21.4
Letter Composition				
Daily	3	11.6	6	26.1
Frequently	4	15.4	3	13.1
Seldom	12	46.1	10	43.7
Never	7	26.9	4	17.1
Shorthand				
Daily	2	07.7	3	13.1
Frequently	3	11.6	5	21.4
Seldom	12	46.1	8	34.8
Never	9	34.6	7	30.7
Business Machines				
Daily	3	11.6	5	21.4
Frequently	4	15.4	4	17.1
Seldom	12	46.1	11	47.4
Never	7	26.9	3	13.1
Filing				
Daily	5	19.2	9	39.0
Frequently	3	11.6	6	26.1
Seldom	9	34.6	2	08.8
Never	9	34.6	6	26.1
Handling Mail				
Daily	5	19.2	9	39.0
Frequently	4	15.4	2	08.8
Seldom	9	34.6	6	26.6
Never	8	30.8	6	26.6

TABLE XIII (continued)

Telephone				
Techniques				
Daily	14	53.9	15	65.4
Frequently	9	34.6	5	21.4
Seldom	1	03.8	2	08.8
Never	2	07.7	1	04.4
Bookkeeping				
Daily	4	15.4	7	30.7
Frequently	4	15.4	3	13.1
Seldom	9	34.6	4	17.1
Never	9	34.6	9	39.1

The telephone was used often by an excessive percentage of these respondents, which cannot be termed unusual in the business world of today. Arithmetic was of general and repeated use to a majority of the employees in both groups.

Nearly one-half of the employees indicated that they seldom used business machines on their present jobs. Attention should be given the fact, however, that only 50.0 percent of the cooperative employees and 65.4 percent of the non-cooperative employees studied these machines while in high school.

The figures given in Table XIII, on the previous pages, in the categories labeled "Never" cannot be interpreted as percentages that represent wasted training. Only if Tables XII and XIII are used together to correlate the training received in school and the training used on the job can indications be drawn regarding the usefulness of training and the need for increased or reduced curriculum emphasis. This matter will be discussed further under the analysis of the employers' questionnaire results.

The participating employees were asked to specify any courses that would have been useful to them, and that were offered in the curriculum of their school, but that they did not take. Table XIV, page 64, shows the results obtained from this request. In some cases, the respondents listed more than one course. The information given in the table

TABLE XIV
COURSES EMPLOYEES WISHED
THEY HAD TAKEN

Course	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Shorthand	6	23.2	5	21.4
Bookkeeping	4	15.4	2	08.8
Typewriting	1	03.8	0	00.0
Distributive Education	2	07.7	6	26.4
None	11	42.4	8	34.8
No Answer	5	19.2	6	26.4

would seem to indicate that the curriculum in both of the local public high schools is well balanced, with the possible exception of shorthand. A discrepancy appears in that only 07.7 percent of the cooperative employees and 13.1 percent of the non-cooperative employees reported daily use of shorthand and yet 23.2 percent of the cooperative employees and 21.4 percent of the non-cooperative employees replied that shorthand would have been helpful to them at some time since high school graduation. Interpretation of these figures is difficult. Perhaps those employees expressing a desire for shorthand ability would have used it primarily for personal purposes, or perhaps shorthand would have qualified them for some particular job. The actual need the businessman has for secretarial shorthand ability remains the pending issue, and requires future comprehensive study.

The next question posed to the participants concerned courses that their school did not offer, but which would have been useful to them if they could have taken them. The most frequent write-in answer was data processing. Table XV, page 66, gives the replies received from this request for information.

Additional Education

The information received from this section of the questionnaire raises questions about the selection process

TABLE XV
COURSES THAT WOULD HAVE BEEN USEFUL
BUT WERE NOT OFFERED BY
THE SCHOOL

Course	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Data Processing	6	23.2	7	30.4
Key Punch	4	15.4	6	26.6
Business Law	2	07.7	0	00.0
Business Correspondence	5	19.2	3	13.2

for the Cooperative Work Experience Program. In the span of one year that had lapsed between high school graduation and the time of this study, 61.6 percent, or 16 of the cooperative employees had attended some school beyond high school. Among the non-cooperative employees, 16, or 69.5 percent had gone on to school. Some of the authors cited in Chapter II criticized the program for failing to include those students who would terminate formal education upon high school graduation, and it would appear that these findings support that criticism. If more than 60 percent of the cooperative students go on to seek higher education and more training, indications would be that at least that much effort has been misplaced or guided toward the wrong students. Although the number of non-cooperative employees who have attended further schooling is also high, certainly there were many students in that particular class who could have benefited from this program and who never did or never will have the opportunity for higher education. It is for these students that vocational education was originated, and programs like the Cooperative Work Experience Program should be used for the benefit of students who do not go to college.

Actually, the number of employees in both groups who had attended some type of school beyond high school is rather high. This is likely attributable to the proximity of the University of Montana, the Missoula Technical Center and the Montana Business College, which are all local institutions.

Table XVI, page 69, gives the information collected concerning the higher education pursued by employees of both groups and the types of schools they attended.

It is interesting to note that there were no employees in either group that were enrolled in a four-year college other than the University of Montana in Missoula, Montana.

The fact that none of the cooperative respondents had attended a business college could be indicative of an extremely comprehensive and effective high school cooperative program that trained the participants so well that a business college offered no stimulus or challenge to them, or it could be attributable to the selection process used to choose the participants for the program. If the students chosen are to represent the school's training program to the business community, they probably would not be potential business college students.

Job Satisfaction

This section of the employee questionnaire was designed to determine any differences in the job satisfaction between the two groups, if any such differences existed.

The participating students were asked to check one of the five given statements that would give the best description of their jobs. The five statements and the responses received from the employees in each group is given in Table XVII on page 70.

TABLE XVI
SCHOOLS ATTENDED BY EMPLOYEES

School	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
University of Montana	12	46.1	7	30.6
Missoula Technical Center	3	11.6	4	17.4
Junior College	1	03.8	0	00.0
Business College	0	00.0	5	21.4
None	10	38.5	7	30.6
TOTAL	26	100.0	23	100.0

TABLE XVII
EMPLOYEES' DESCRIPTION OF
PRESENT JOB

Job Description	Cooperative Employees		Non-Cooperative Employees	
	Number	Percent	Number	Percent
Excellent	6	23.2	5	21.4
Very Good	12	46.0	6	26.6
Average	4	15.4	5	21.4
Not Average	2	07.7	4	17.4
Very Poor	2	07.7	3	13.2
TOTAL	26	100.0	23	100.0

Generally the data given in Table XVII suggest that cooperative employees were more satisfied in the work they were pursuing. Nearly twice the number of cooperative employees described their jobs as "Very Good." In turn, the number of non-cooperative employees that characterized their jobs as "Not Average" is nearly double that of the cooperative employees giving the same reply.

The respondents' feelings about their jobs were also a point of interest in this study. Again, five selections were given and the employees were asked to check the one that most nearly explained their sentiment toward their job. The results received are presented in Table XVIII on page 72.

Similar general conclusions can be drawn from both Table XVII and XVIII, as it again appears that the cooperative employees exhibit better feelings about their jobs.

At the time the study was done, the non-cooperative graduates had had less than a year to adjust to their working environment, and this factor may be reflected in the statistics of the two preceding tables. At the time these employees filled out this questionnaire, the non-cooperative employees could very well have still been in the process of adjusting to unfamiliar surroundings. The cooperative employees, on the other hand, had the advantages of a longer period of adjustment and more experience in their work.

TABLE XVIII
EVALUATION OF EMPLOYEES
BY EMPLOYERS

Rating	Cooperative Employers		Non-Cooperative Employers	
	Number	Percent	Number	Percent
Superior	5	25.0	5	26.3
Somewhat Better Than Average	10	50.0	7	36.8
Average	3	15.0	2	10.5
Somewhat Less Than Average	0	00.0	1	05.3
Inferior	0	00.0	1	05.3
No Answer	2	10.0	1	05.3
TOTAL	20	100.0	19	100.0

These tables suggest that the cooperative employees were better adjusted to employment and were more optimistic and enthusiastic about their jobs. These indications could be attributed to the probability that the cooperative employees would have a better chance of obtaining the better jobs in that caliber of employment in the area. Previous experience and the recommendations of training station sponsors would be advantages to the cooperative employee. The non-cooperative employee, however, would have the benefit of neither of these and thus assumes an inferior position to the cooperative graduate when entering the labor market. Mediocre jobs produce indifferent and unsatisfied personnel with less than optimistic attitudes.

Each of the employees was asked to evaluate his training in terms of the benefits received in a number of personal characteristics and skill developments listed on the questionnaire. An identical list appeared on the questionnaires sent to each employer of the respondents, asking them to check those areas in which high school training had been of special benefit to his employee. In order to make a comparison of the replies of both employees and employers easier, these lists are presented together later in this chapter.

An optional evaluation of the cooperative program was open to any of the respondents who cared to comment. Only

seven, or 30.5 percent, of the non-cooperative employees chose to voice an opinion; 16, or 69.5 percent, of them left the space blank. Of the statements given, however, four, or 17.1 percent, were positive in nature and three, or 13.1 percent were negative. The comments from the seven non-cooperative employees included the following: "Definitely think it should be continued," "Very beneficial for those who participate," "Employers think it's just a joke. Classroom training is more valuable," and "Great advantage for starting at better paying jobs."

The cooperative employees seemed to be more opinionated with regard to the program than the non-cooperative respondents. Only two, or 07.7 percent of the cooperative employees withheld their comments. One negative reply was received which stated "It was interesting, but hasn't proved helpful yet." The remaining 23, or 88.5 percent, replies were favorable toward the program and included the following: "Well worth it," "I recommend it to all students in high school," "The need for the program cannot be emphasized enough," "I wish all students would have the opportunity," and "You can't get a job without experience and you can't get experience without a job."

The general theme of these replies is that the graduates who had an opportunity to participate in the Cooperative Work

Experience Program placed a very high value on their training. but the program did not hold such importance for the graduates who were not included.

Cooperative Training

The 26 participating cooperative employees completed this section of the questionnaire. From their replies, it was determined that only slightly over one-half of the graduates, or 53.9 percent, were presently employed in the same or similar occupations for which they trained while involved in the Cooperative Work Experience Program, and 12 of the respondents, or 46.1 percent, were working in an occupation unrelated to their cooperative training jobs. Eleven of the employees, or 42.4 percent, were still employed by their training station sponsor one year after completion of the training period, but 15, or 57.6 percent, of them had accepted positions with other employers.

Employers

To include an evaluation of the Cooperative Work Experience Program from another viewpoint, contact was made with the present employers of the 49 employee respondents asking them to evaluate their particular employee and the total cooperative program. Replies were received from 43, or 87.7 percent, of these employers, but four of them were incomplete, leaving 39, or 72.4 percent, suitable for use in this study.

For the first portion of this analysis, the employers were divided into two groups; those who employed cooperative graduates and those who employed non-cooperative graduates. The cooperative employers numbered 20, or 51.3 percent, and 19, or 48.7 percent, of the respondents were non-cooperative employers. Once again, a balance is created by the respondents and the classification of their respective employees.

A majority of the employers in both groups considered a high school student who is seeking employment more valuable if he has had previous work experience. Affirmative answers to this question were returned from about 90.0 percent of all employers regardless of whether or not they had participated in the cooperative program.

Each employer was asked to evaluate his employee in relation to other high school graduates he had hired in the past on a given scale. The five ratings listed on the questionnaire and the results received are given in Table XIX on the following page.

No rating of "Somewhat Less Than Average" or "Inferior" were returned by the cooperative employers. This could be the result of either effective cooperative training or the selective process of the student-learners and the training station sponsors, or a combination of all three.

The next question posed to the employers concerned the adequacy of training in specific listed areas. The

TABLE XIX
EMPLOYEES' SKILL DEFICIENCIES
NOTED BY EMPLOYERS

Deficient Areas	Cooperative Employers		Non-Cooperative Employers	
	Number	Percent	Number	Percent
Typewriting	1	05.5	4	21.1
Shorthand	1	05.0	2	10.5
Record Keeping	2	10.0	1	05.3
Spelling and Punctuation	2	10.0	1	05.3
Filing	0	00.0	0	00.0
Letter Composition	7	35.0	2	10.5
Voice Writing Equipment	1	05.0	0	00.0
Duplicating Methods	1	05.0	0	00.0
Ten-key Adding Machine	0	00.0	4	21.4
Full-key Adding Machine	0	00.0	2	10.5
Telephone Technique	3	15.0	5	26.3
Office Etiquette	3	15.0	2	10.5
None	7	35.0	6	31.5

cooperative employers observed a marked deficiency in the ability acquired by their employees to compose acceptable letters, but this was the only area showing particular emphasis. However, the non-cooperative employers voiced considerably stronger criticism of their employees. Noted deficiencies were recorded in typewriting ability, telephone technique, and ability to use the ten-key adding machine. No complaints were returned for inadequate training in filing activities, but this was the only listed skill that held the distinction of no check by any member of either group of employers. Thirty-five percent of the cooperative employers and 31.5 percent of the non-cooperative employers indicated no deficiency in any area in the training of their employees.

At this point the employers were asked to compare the employee involved in this study with other employees on the same level and pinpoint the special benefits of high school training accrued by the participating employee. The list given on the employers' questionnaire was an identical duplicate of the one that appeared on the employees' questionnaire mentioned in the preceding section of this chapter.

A comparison of the replies received indicates close correlation between the employers' and the employees' opinion of benefits of high school training. Definite discrepancies did appear, however, between the alleged benefits realized

TABLE XX
SPECIAL BENEFITS RECEIVED FROM
HIGH SCHOOL TRAINING

Benefits	EMPLOYERS' REPLIES				EMPLOYEES' REPLIES			
	Cooperative		Non-Cooperative		Cooperative		Non-Cooperative	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Job Interview	13	65.0	9	42.1	14	53.9	5	21.4
Promotional Opportunity	9	45.0	6	31.5	9	34.5	6	26.6
Emotional Stability	8	40.0	6	31.5	6	23.2	3	13.2
Accepting Criticism								
And Responsibility	14	70.0	13	68.4	16	61.6	10	43.4
Hygiene Habits	12	60.0	9	47.4	15	57.6	7	30.4
Previous Experience	7	35.0	5	26.3	26	100.0	6	26.6
Work Attitude	15	75.0	12	63.2	14	53.9	12	52.0
Personality Development	11	55.0	4	21.1	11	42.4	11	47.8
Working With Peers	5	25.0	4	21.1	13	50.0	7	30.4
Working Under Supervision	17	85.0	13	68.4	23	88.5	14	60.9
Meeting The Public	11	55.0	7	36.9	19	73.0	4	17.4
Maturity And Poise	9	45.0	6	31.5	8	30.8	6	26.6

TABLE XX (continued)

Initiative And Creativity	9	45.0	5	26.3	10	38.5	6	26.6
Punctuality And Promptness	10	50.0	9	47.4	15	57.6	8	34.8
Reliability	10	50.0	9	47.4	12	46.1	11	47.8
Adaptability	9	45.0	8	42.1	14	53.9	6	26.6
Tactfulness And Courtesy	9	45.0	7	36.9	7	26.9	5	21.4
Follow Instructions	16	80.0	8	42.1	13	50.0	11	47.8
Efficient Use Of Materials	10	50.0	11	57.9	16	61.6	12	52.0
Enthusiasm	7	35.0	8	42.1	6	23.2	3	13.2
Patience	7	35.0	6	31.5	8	30.8	4	17.4
Foresight	5	25.0	6	31.5	10	38.5	4	17.4

by cooperative and non-cooperative graduates, and in each case the percentages favor the cooperative employees. The following is a list of the points checked to indicate greater benefits received by the cooperative than the non-cooperative employees:

1. Creating a favorable impression during the job interview.
2. Personal hygiene habits.
3. Previous experience.
4. Work attitude.
5. Personality development.
6. Learning to work under supervision.
7. Meeting the public.
8. Learning to follow instructions.

It appears to be the confirmed opinion of both the cooperative and non-cooperative employers that the above eight points favor the Cooperative Work Experience Program over regular high school business curriculum training. Each of these points was mentioned by at least one of the authors cited in Chapter II as advantages of the cooperative program.

Table XX, pages 79 and 80, presents the answers received from employees and employers, respectively, concerning these areas of special benefits realized from the high school training of the employees.

The majority of both groups of employers agreed that the Cooperative Work Experience Program was desirable but not essential. It is interesting to note that a larger percentage of the non-cooperative employers (21.1 percent) than the cooperative employers (15.0 percent) considered the program essential; and that none of the non-cooperative employers thought the cooperative program unnecessary, but 10 percent, or two, of the cooperative employers considered the program expendable. Table XXI, page 83, gives the information on the employers' views on the necessity of the cooperative program as an integral part of business training.

The employers' opinion on whether or not a student-learner should be paid minimum wages was requested in this questionnaire. A large percentage of them from both groups disclosed that they did feel that a trainee should receive at least minimum wages for the work performed during the period of training. Table XXII, page 84, gives statistics on employers' opinion of paying minimum wages to student-learners.

The comments given regarding this question of wages included the following: "They should be paid for the work performed, not just minimum wages," "Cannot compete or meet the requirements of the other employees," and "Wages should not be the criteria."

TABLE XXI
**EMPLOYERS' VIEWS ON NECESSITY
OF COOPERATIVE PROGRAM**

Opinion	Cooperative Employers		Non-Cooperative Employers	
	Number	Percent	Number	Percent
Essential	3	15.0	4	21.1
Desirable But Not Essential	15	75.0	13	68.4
Unnecessary	2	10.0	0	00.0
No Answer	0	00.0	2	10.5
TOTAL	20	100.0	19	100.0

TABLE XXII
**EMPLOYERS' VIEWS ON PAYING MINIMUM WAGES
 TO STUDENT-LEARNERS**

Opinion	Cooperative Employers		Non-Cooperative Employers	
	Number	Percent	Number	Percent
Yes	17	85.0	14	73.7
No	3	15.0	2	10.5
No Answer	0	00.0	3	15.8
TOTAL	20	100.0	19	100.0

Of the total 39 responding employers, 21, or 53.9 percent had served at some time in the past as training station sponsors for the Cooperative Work Experience Program. The next section of this analysis is concerned with the effectiveness and results of the program from the participating businessmen's point of view, and only those 21 training station sponsors are included.

Orientation to the program before the arrival of a trainee was reported by 28.5 percent, or six, of the training station sponsors. This orientation was to involve the sponsor and his employees and was usually conducted by school faculty members, particularly the coordinating teacher. Lack of any orientation program was reported by 71.5 percent, or 15, of the responding training station sponsors. These figures indicate very poor preparation of the training station personnel to assume the duties of training a student-learner. This duty is the responsibility of the school, and should be carried out in an efficient program operation.

Specific personnel within the firm were assigned especially to the training of the student-learner in 85.7 percent, or 18, of the cases, with only 14.3 percent, or three, of the responding training station sponsors reporting no such personnel assignment. This is a requirement of a cooperative program and the reports are encouraging.

Positions for permanent employment were open to the trainee with 90.5 percent, or 19, of the responding training station sponsors, and only 09.5 percent, or two, of the stations reported no vacancy for the student-learner upon completion of his training.

The training station sponsors in 80.9 percent, or 17, of the cases replied that the added costs of the training process in terms of both time and money expended were offset by the benefits of the program to the firm. Only four, or 19.1 percent of the respondents indicated that the costs were greater than the benefits derived for the firms.

Communications between the business community and the school were believed to have been improved through the program by 71.5 percent, or 15, of the responding training station sponsors, but 28.5 percent, or six, of them could not agree.

In general, the 21 employers who had been involved locally in the Cooperative Work Experience Program in the capacity of training station sponsors spoke very highly of the entire program with the exception of the noted lack of orientation prior to the commencement of the training period. The sponsors considered the program worth the time and money it required, and they were able to offer permanent jobs to a large percentage of the student-learners.

In an effort to view the cooperative from still another point, a comparison of the opinions of these 21 training station sponsors with the opinions of the 18 responding employees who had never served as sponsors is drawn.

Regarding the necessity of the cooperative program as a part of the total school curriculum, the response indicated that a larger percentage of the training station sponsors believe the program to be essential than do those employers who had not worked as sponsors. Table XXIII, page 88, gives the response received on this question of the necessity of cooperative programs.

With regard to the question of wages, both groups of employers favored payment of minimum wages to student-learners, with the training station sponsors carrying a slightly higher percentage of the affirmative replies. Table XXIV, on page 89, presents the results received concerning the issue of wages.

TABLE XXIII
EMPLOYERS' VIEWS ON NECESSITY OF
COOPERATIVE PROGRAM

Opinion	Training Station Sponsors		Non-Training Station Sponsors	
	Number	Percent	Number	Percent
Essential	6	28.5	2	11.1
Desirable But Not Essential	15	71.5	13	72.2
Unnecessary	0	00.0	3	16.7
TOTAL	21	100.0	18	100.0

TABLE XXIV
**EMPLOYERS' VIEWS ON WAGES PAID
 TO STUDENT-LEARNER**

Opinion	Training Station Sponsors		Non-Training Station Sponsors	
	Number	Percent	Number	Percent
Yes	18	85.7	14	77.7
No	3	14.3	4	22.3
TOTAL	21	100.0	18	100.0

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was an effort to gain insight into the apparent effects that the Cooperative Work Experience Program has upon the employment success of its participants. The students selected to take part in the study were from the graduating class of 1968 in two Missoula, Montana public high schools. These graduates were chosen from classes in Shorthand Transcription, Office Practice, and Distributive Education. The assumption was made that the students had similar classroom training and that any differences in their employment success would not be a result of high school training, but a result of their participation or lack of participation in the Cooperative Work Experience Program. Through a comparison of these students, an evaluation of the program was attempted.

It was discovered that the non-cooperative graduates ranked slightly higher in the quartiles of their respective graduating classes than did the cooperative graduates. Further investigation revealed, however, that the cooperative secretarial graduates had a median percentile that was significantly higher than that of the non-cooperative graduates,

but the distributive education cooperative graduates had a median percentile that was somewhat below that of the non-cooperative distributive education graduates. It was also discovered that the cooperative graduates were earning slightly more per hour in wages than the non-cooperative graduates.

Typewriting was the most frequently used of the business skills on the job for these employees, and shorthand was used the least although nearly one-half of the respondents in both groups of employees had taken high school training in shorthand. The most often mentioned of the courses that the students would like to have taken in high school, but could not because the courses were not included in the curriculum in their schools was Introduction to Data Processing. Also mentioned were Key Punch and Business Correspondence.

Indications were given in this study that too much effort in this program is directed toward the better students who are more likely to seek higher education and advanced training instead of the students who will not have an opportunity to continue their education.

Generally the cooperative graduates appeared to be better adjusted to and more satisfied with their jobs. It also appeared that the employers of the cooperative graduates were better satisfied with their work than were the employers of the non-cooperative graduates. The caliber of student

selected to take part in this type of program must be taken into consideration when interpreting these general indications.

Deficiencies were noted in the high school training by the employers in the areas of letter composition for the cooperative employees and typewriting, telephone technique, and the ten-key adding machine for the non-cooperative employees.

Areas in which the cooperative program seemed to benefit its participants the most were in creating a favorable impression on job interviews, work attitude, personality development, ability to work under supervision, and ability to follow instructions.

It was the majority opinion of all reporting employers that the Cooperative Work Experience Program was a desirable but not essential element in the training program of business students. The employers also agreed that the student-learners should be paid minimum wages during the training period.

Conclusions

1. The Cooperative Work Experience Program operated in Missoula, Montana in 1968 was successful in terms of giving students actual on-the-job experience and the opportunity for self-discovery and self-evaluation.

2. In general, the benefits of the program seemed more evident to the employers, and especially to the training station sponsors, than to the employees who had participated in the program.

3. The cooperative graduates indicated greater job interest, satisfaction and adjustment than did the non-cooperative graduates.

4. Although many of the graduates in both groups received training in shorthand in high school, few of them made daily or even frequent use of that skill on the job.

5. The cooperative program was more highly praised by the participating graduates and training station sponsors than by those graduates and employers who had had no experience with the program.

6. The employers participating in this study appeared to be very eager to cooperate with the schools in training programs of this type.

7. There were no vividly apparent differences found in this study between the employment success experienced by Cooperative Work Experience Program graduates and those who had similar high school training but did not participate in the cooperative program.

Recommendations

On the basis of the findings of this study, the following recommendations are made:

1. That more research be completed to determine the effectiveness of the Cooperative Work Experience Program in preparing its participants to assume the roles of efficient workers in the business community, and that a matched sample of non-business education graduates be used as a control group to form the basis for a more valid comparison.
2. That future research be based on a much larger geographical area and include a span of several years between the time of the study and high school graduation of the participants.
3. That if the Cooperative Work Experience Program is to continue operating in Missoula, Montana, closer communication be maintained between the school and the training stations to insure proper orientation of the training station sponsor and his employees prior to the commencement of the training period and better correlation between the skills and knowledges taught in the business classroom and those required by the businessmen in the area.
4. That care and diligence be utilized in the selection of the students to participate in a Cooperative Work Experience Program to insure the proper expenditure of vocational funds and efforts to the benefit of students who will not have an opportunity to further their education.

5. That comprehensive research be completed to determine the actual need for shorthand in the business world and the usefulness of shorthand for personal purposes with implications for curriculum revision.

6. That studies be completed to determine the types of business machines used in the business community and the frequency with which they are used with implications for curriculum revision and school budget planning.

7. That further investigation be made into the possibilities of introducing courses in data processing and business correspondence into the business curriculum of the involved high schools.

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APPENDIX

EXHIBIT "A"
LETTER TO PARENTS

I am currently conducting a research study for purposes of completing necessary requirements for a Master of Science degree in Business Administration at the University of Montana, and would very much appreciate your assistance. The study is a comparative follow-up to determine the effect of the Vocational Cooperative Work Experience Program on employment success of the graduating classes of 1968 from the Missoula high schools. I believe your daughter is a member of that class.

Will you please fill out and return the enclosed stamped and addressed postal card. The requested information will enable me to contact your daughter and secure the necessary information to complete the project.

This information is completely confidential.

I would sincerely appreciate your cooperation in returning the postal card at your earliest convenience.

Sincerely yours,

Myrna M. Doney
Graduate Student
University of Montana

EXHIBIT "B"
PARENTS' QUESTIONNAIRE

My daughter is presently: (Check those that apply)

1. _____ attending college, university or other
school either part or full time.
2. _____ in military service.
3. _____ gainfully employed either part or full
time.
4. _____ not employed.
5. _____ other. (Please specify: _____)

Please fill in the following information with
regard to your daughter:

Full Name _____

Present Address _____

City and State _____ ZIP _____

EXHIBIT "C"

FOLLOW-UP

Some time ago I mailed you a questionnaire in connection with a study I am working on in order to complete the requirements for a Master of Science degree in Business Administration at the University of Montana. However, I have not received an answer from you to date, which leads me to believe that either you did not receive the original letter or that it was misplaced and forgotten.

Since your reply is of vital importance to the results of the study, I am sending you another questionnaire and would very much appreciate it if you would fill it out and return it to me at your earliest convenience. This information is entirely confidential.

A stamped and addressed envelope is enclosed for your convenience in returning the questionnaire. Thank you for your time and consideration.

Sincerely yours,

Myrna M. Doney
Graduate Student
University of Montana

Encl.

EXHIBIT "D"
LETTER TO STUDENTS

I am conducting a research study in order to fulfill the requirements for a Master of Science degree in Business Administration at the University of Montana. The study involves the members of the graduating class of 1968 from the Missoula public high schools. I am attempting to make a comparison between the Cooperative Work Experience Program students and those students who did not participate in the program. You have been chosen to be included in the study, and I would very much appreciate your cooperation in filling out and returning the enclosed questionnaire.

Please fill in each blank completely, as full information is necessary to insure valid results of the study. Any information you give me will be kept completely confidential.

I would appreciate your assistance in returning the enclosed questionnaire at your earliest convenience. A stamped and addressed envelope is enclosed for your convenience.

Sincerely yours,

Myrna M. Doney
Graduate Student
University of Montana

Encl.

Q U E S T I O N N A I R E

REASONS FOR LEAVING ANY PRIOR JOBS: (Check those that apply)

- ☐ FOUND BETTER JOB
- ☐ INSUFFICIENT SALARY
- ☐ TO GO TO COLLEGE
- ☐ MOVED
- ☐ MARRIAGE OR FAMILY REASONS
- ☐ ILLNESS
- ☐ JOB INCONVENIENCE
- ☐ OTHER (Please Specify)

METHOD USED TO OBTAIN FIRST JOB AFTER HIGH SCHOOL GRADUATION:
(Check those that apply)

- ☐ PERSONAL APPLICATION
- ☐ SCHOOL PLACEMENT
- ☐ CONTINUED COOPERATIVE TRAINING JOB
- ☐ FRIEND
- ☐ RELATIVE
- ☐ EMPLOYMENT AGENCY
- ☐ OTHER

DID YOUR HIGH SCHOOL TRAINING HELP YOU TO OBTAIN YOUR FIRST JOB?

- ☐ YES
- ☐ NO
- ☐ SOME

INDICATE THOSE SUBJECTS YOU STUDIED IN HIGH SCHOOL AND THOSE THAT HAVE BEEN USEFUL TO YOU SINCE GRADUATION:

SUBJECT	STUDIED	USEFUL
SHORTHAND		
OFFICE PRACTICE		
DISTRIBUTIVE EDUCATION		
OFFICE MACHINES		
FLUID DUPLICATOR		
MIMEOGRAPH		
TYPEWRITING		
VOICE WRITING MACHINES		
BOOKKEEPING		
ARITHMETIC		
LETTER COMPOSITION		
FILING		
GOOING		
TELEPHONE TECHNIQUE		
BUSINESS ENGLISH		
SPELLING		

HOW OFTEN TO YOU USE THE FOLLOWING SKILLS ON YOUR PRESENT JOB?

SKILL	DAILY	FREQUENTLY	SELDOM	NEVER
TYPEWRITING				
LETTER COMPOSITION				
SHORTHAND				
BUSINESS MACHINES				
FILING				
HANDLING MAIL				
TELEPHONE TECHNIQUE				
BOOKKEEPING				

WHAT COURSES WOULD HAVE BEEN USEFUL TO YOU IN YOUR WORK,
BUT WERE NOT OFFERED BY YOUR HIGH SCHOOL? (Please be
specific)

LIST ANY COURSES THAT WERE OFFERED BY YOUR SCHOOL BUT YOU DID NOT TAKE THAT WOULD HAVE BEEN USEFUL TO YOU SINCE GRADUATION. (Please Be Specific)

IN WHICH OF THE FOLLOWING AREAS WOULD YOU CONSIDER YOUR HIGH SCHOOL TRAINING OF SPECIAL BENEFIT TO YOU? (Check those that apply)

- ☐ CREATING A FAVORABLE IMPRESSION DURING JOB INTERVIEW
- ☐ PROMOTIONAL OPPORTUNITIES
- ☐ EMOTIONAL STABILITY
- ☐ ACCEPTING RESPONSIBILITY AND CRITICISM
- ☐ PERSONAL HYGIENE HABITS, DRESS, APPEARANCE, ATTRACTIVENESS AND GROOMING
- ☐ PREVIOUS EXPERIENCE
- ☐ ATTITUDE TOWARD WORK
- ☐ PERSONALITY DEVELOPMENT
- ☐ WORKING WITH PEERS
- ☐ WORKING UNDER SUPERVISION
- ☐ MEETING THE PUBLIC
- ☐ MATURITY AND POISE
- ☐ INITIATIVE AND CREATIVITY
- ☐ PUNCTUALITY AND PROMPTNESS
- ☐ RELIABILITY
- ☐ ADAPTABILITY
- ☐ TACTFULNESS AND COURTESY
- ☐ FOLLOWING INSTRUCTIONS

- ☐ EFFICIENT USE OF TIME, MATERIALS AND TOOLS
- ☐ ENTHUSIASM
- ☐ PATIENCE
- ☐ FORESIGHT

III. ADDITIONAL EDUCATION

HAVE YOU ATTENDED ANY SCHOOL OR RECEIVED ANY TRAINING SINCE HIGH SCHOOL GRADUATION?

- ☐ YES
- ☐ NO

PLEASE LIST THE SCHOOLS ATTENDED:

NAME OF SCHOOL	TYPE OF SCHOOL
1.	
2.	
3.	

IV. JOB SATISFACTION

CHECK THE STATEMENT THAT BEST DESCRIBES YOUR PRESENT JOB.

- ☐ EXCELLENT
- ☐ VERY GOOD
- ☐ AVERAGE
- ☐ NOT AVERAGE
- ☐ VERY POOR

V. DID YOU PARTICIPATE IN THE COOPERATIVE WORK EXPERIENCE PROGRAM DURING HIGH SCHOOL (attend classes in the morning and work on the job in the afternoon or vice-versa)?

_____ YES

_____ NO

PLEASE NOTE: IF YOUR ANSWER TO THE PREVIOUS QUESTION IS NO, YOU NEED NOT COMPLETE THE REMAINDER OF THE QUESTIONNAIRE. I THANK YOU FOR YOUR COOPERATION.

HOWEVER, IF YOU ANSWERED YES TO THE PREVIOUS QUESTION, PLEASE FILL IN THE FOLLOWING QUESTIONS.

ARE YOU NOW WORKING IN THE SAME OCCUPATION FOR WHICH YOU TRAINED IN YOUR HIGH SCHOOL COOPERATIVE EXPERIENCE?

_____ YES

_____ NO

ARE YOU WORKING FOR THE SAME FIRM?

_____ YES

_____ NO

COMMENTS ON YOUR PERSONAL EVALUATION OF THE COOPERATIVE WORK EXPERIENCE PROGRAM.

I APPRECIATE YOUR ASSISTANCE IN COMPLETING THIS QUESTIONNAIRE.

EXHIBIT "F"
LETTER TO EMPLOYERS

I am conducting a research study in order to complete requirements for a Master of Science degree in Business Administration at the University of Montana. The study involves high school graduates and the purpose is to determine employee success and to compare students who participated in the Cooperative Work Experience Program at the high school level with those who did not. You now have, or just recently have had, one of these particular graduates in your employment, and I would very much appreciate your assistance in filling out and returning the enclosed questionnaire.

May I request that this letter be given to the appropriate supervisor if you are not in a position to evaluate the employee listed. This would aid in receiving accurate and complete information.

The information received from these questionnaires will be kept completely confidential. Only statistics will be used; no names or companies.

I have enclosed an addressed and stamped envelope for your convenience in returning the questionnaire. Thank you very much for your time and consideration.

Sincerely yours,

Myrna M. Doney
Graduate Student
University of Montana

Encl.

EXHIBIT "G"
EMPLOYERS' QUESTIONNAIRE

Q U E S T I O N N A I R E

EMPLOYEE _____

DEPARTMENT _____

DO YOU CONSIDER A HIGH SCHOOL GRADUATE SEEKING EMPLOYMENT MORE VALUABLE IF HE HAS HAD PREVIOUS WORK EXPERIENCE?

_____ YES

_____ NO

HOW WOULD YOU EVALUATE THE ABOVE EMPLOYEE IN RELATION TO OTHER HIGH SCHOOL GRADUATES YOU HAVE HIRED? (Check One)

_____ SUPERIOR

_____ SOMEWHAT BETTER THAN AVERAGE

_____ AVERAGE

_____ SOMEWHAT LESS THAN AVERAGE

_____ INFERIOR

IN WHICH OF THE FOLLOWING AREAS WOULD YOU CONCLUDE THAT THIS EMPLOYEE LACKS SUFFICIENT TRAINING? (Check those that apply)

_____ TYPEWRITING

_____ VOICE WRITING EQUIPMENT

_____ SHORTHAND

_____ DUPLICATING METHODS

_____ RECORD KEEPING

_____ TEN KEY ADDING MACHINE

_____ FILING

_____ FULL KEY ADDING MACHINE

_____ OFFICE ETIQUETTE

_____ SPELLING AND PUNCTUATION

_____ LETTER COMPOSITION

_____ TELEPHONE TECHNIQUES

IN WHICH OF THE FOLLOWING AREAS WOULD YOU CONSIDER THE
HIGH SCHOOL TRAINING OF SPECIAL BENEFIT TO YOUR EMPLOYEE?
(Check those that apply)

- _____ CREATING A FAVORABLE IMPRESSION DURING JOB INTERVIEW
- _____ PROMOTIONAL OPPORTUNITIES
- _____ EMOTIONAL STABILITY
- _____ ACCEPTING RESPONSIBILITY AND CRITICISM
- _____ PERSONAL HYGIENE HABITS, DRESS, APPEARANCE, ATTRACTIVE-
NESS AND GROOMING
- _____ PREVIOUS EXPERIENCE
- _____ ATTITUDE TOWARD WORK
- _____ PERSONALITY DEVELOPMENT
- _____ WORKING WITH PEERS
- _____ WORKING UNDER SUPERVISION
- _____ MEETING THE PUBLIC
- _____ MATURITY AND POISE
- _____ INITIATIVE AND CREATIVITY
- _____ PUNCTUALITY AND PROMPTNESS
- _____ RELIABILITY
- _____ ADAPTABILITY
- _____ TACTFULNESS AND COURTESY
- _____ FOLLOWING INSTRUCTIONS
- _____ EFFICIENT USE OF TIME, MATERIALS AND TOOLS
- _____ ENTHUSIASM
- _____ PATIENCE
- _____ FORESIGHT

DO YOU CONSIDER THE COOPERATIVE WORK EXPERIENCE PROGRAM:

- _____ ESSENTIAL
_____ DESIRABLE BUT NOT ESSENTIAL
_____ UNNECESSARY

DO YOU THINK THAT A HIGH SCHOOL GRADUATE WORKING UNDER A PROGRAM LIKE THE COOPERATIVE WORK EXPERIENCE PROGRAM SHOULD BE PAID MINIMUM WAGES?

- _____ YES
_____ NO ANY COMMENT?

HAVE YOU EVER PARTICIPATED IN THE HIGH SCHOOL COOPERATIVE WORK EXPERIENCE PROGRAM BY TRAINING A STUDENT-EMPLOYEE?

- _____ YES
_____ NO

PLEASE NOTE: IF YOU ANSWERED NO TO THE PREVIOUS QUESTION YOU NEED NOT COMPLETE THE REMAINDER OF THE QUESTIONNAIRE. I THANK YOU FOR YOUR ASSISTANCE.

HOWEVER, IF YOUR ANSWER TO THE PREVIOUS QUESTION IS YES, PLEASE FILL IN THE FOLLOWING QUESTIONS.

DID YOU AND YOUR EMPLOYEES RECEIVE ANY ORIENTATION TRAINING PRIOR TO THE STUDENT-EMPLOYEE'S ARRIVAL?

- _____ YES
_____ NO

WERE SPECIFIC PERSONNEL WITHIN YOUR FIRM ASSIGNED TO THE TRAINING OF THE STUDENT-EMPLOYEES?

- _____ YES
_____ NO

AT THE CONCLUSION OF THE TRAINING PERIOD, WAS THERE AN
OPENING WITHIN YOUR FIRM FOR PERMANENT EMPLOYMENT FOR THAT
STUDENT-EMPLOYEE?

_____ YES

_____ NO ANY COMMENT?

WERE THE ADDED COSTS OF THE TRAINING IN TERMS OF BOTH
MONEY AND TIME OFFSET BY THE BENEFITS OF THE COOPERATIVE
PROGRAM TO YOUR FIRM?

_____ YES

_____ NO ANY COMMENT?

DID THE PROGRAM IMPROVE COMMUNICATIONS BETWEEN THE
BUSINESS COMMUNITY AND THE SCHOOLS?

_____ YES

_____ NO ANY COMMENT?

THANK YOU FOR YOUR TIME AND CONSIDERATION.